

Applicant Details

First Name **Stephen**
 Last Name **Tang**
 Citizenship Status **U. S. Citizen**
 Email Address stang2017@outlook.com
 Address

Address
Street 717 W Julian Street, Unit 713 City San Jose State/Territory California Zip 95126 Country United States

Contact Phone Number **2166501715**

Applicant Education

BA/BS From **Massachusetts Institute of Technology**
 Date of BA/BS **June 2017**
 JD/LLB From **Stanford University Law School**
http://www.nalplawsonline.org/ndlsdir_search_results.asp?lscd=90515&yr=2011
 Date of JD/LLB **June 14, 2020**
 Class Rank **School does not rank**
 Does the law school have a Law Review/Journal? **Yes**
 Law Review/Journal **No**
 Moot Court Experience **No**

Bar Admission

Admission(s) **California**

Prior Judicial Experience

Judicial
Internships/ **Yes**
Externships
Post-graduate
Judicial Law **Yes**
Clerk

Specialized Work Experience

Recommenders

Cuellar, Mariano-Florentino
tcuellar@stanford.edu
415-559-8171

Koski, Bill
bkoski@stanford.edu
(650) 724-3718

Letter, Dean's
deansletter@law.stanford.edu
650-723-4455

Huq, Aziz
huq@stanford.edu
773-702-9566

**This applicant has certified that all data entered in this profile and
any application documents are true and correct.**

STEPHEN TANG

717 W Julian Street, Unit 713, San Jose, CA 95126 | (216) 650-1715 | stang2017@outlook.com

June 12, 2023

The Honorable Maria Araújo Kahn
U.S. Court of Appeals for the Second Circuit
Connecticut Financial Center
157 Church Street, 18th Floor
New Haven, CT 06510

Dear Judge Kahn:

I am a 2020 graduate of Stanford Law School and current law clerk to the Honorable Edward J. Davila of the U.S. District Court for the Northern District of California. I write to apply to serve as your law clerk for the 2024-25 term, beginning in September 2024.

Enclosed please find my resume, references, law school transcript, undergraduate transcript, and writing sample for your review. Mariano-Florentino (Tino) Cuéllar, Professor Aziz Z. Huq, and Professor William S. Koski are providing letters of recommendation in support of my application.

I welcome the opportunity to discuss my qualifications further. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Stephen Tang". The signature is fluid and cursive, with a long horizontal flourish extending from the end of the name.

Stephen Tang

STEPHEN TANG

717 W Julian Street, Unit 713, San Jose, CA 95126 | (216) 650-1715 | stang2017@outlook.com

EDUCATION

Stanford Law School Stanford, CA

J.D., 2020

Honors: Judge Thelton E. Henderson Prize for Youth & Education Law Project

Gerald Gunther Prize for Regulating Artificial Intelligence

Journal: *Stanford Technology Law Review* (Volume 23: Lead Editor)

Stanford Law & Policy Review (Volume 30: Senior Editor, Volume 29: Online Associate Editor)

Activities: Hume Center for Writing and Speaking (Oral Communications Tutor, 2018-20)

Stanford Law Association (Academic Affairs Co-Chair, 2018-19)

Stanford Mock Trial Team (Treasurer, 2018-19)

Stanford Public Interest Law Foundation (SPILF) (Treasurer, 2018-19)

2018 SPILF Auction (Firms Committee Co-Chair, 2017-18)

Massachusetts Institute of Technology

Cambridge, MA

B.S. in Political Science, Minor in Chemistry, 2017; GPA: 5.0/5.0

Thesis: *A Court of Public Opinion: How Federal Judges Respond to Public Opinion*

EXPERIENCE

U.S. District Court for the Northern District of Ohio

Cleveland, OH

Law Clerk to the Honorable James S. Gwin

August 2023 – August 2024

U.S. District Court for the Northern District of California

San Jose, CA

Law Clerk to the Honorable Edward J. Davila

January 2023 – August 2023

Drafted orders and conducted legal research on motions. Advised the Court on upcoming hearings.

Managed approximately one-third of the Court's docket to ensure the efficient progress of cases.

Sidley Austin LLP

San Francisco, CA

Associate

January 2021 – January 2023

Summer Associate

June – August 2019

Drafted petition for writ of certiorari in pro bono capital case. Drafted motions and managed discovery in commercial dispute. Drafted answer to complaint, drafted motions to dismiss, conducted legal research, and engaged in fact development for complex securities fraud cases.

U.S. District Court for the Northern District of Ohio

Cleveland, OH

Extern to the Honorable Thomas M. Parker

August 2019

Drafted decisions resolving discovery disputes, social security appeals, and habeas petitions.

Youth and Education Law Project

Stanford, CA

Certified Law Student

September 2019 – June 2020; April – June 2019

Represented students with disabilities to secure special education and in special education reform cases.

Santa Clara County Office of County Counsel

San Jose, CA

Legal Intern

June – August 2018

Drafted briefs and county ordinances. Conducted legal research and prepared advisory memoranda.

POLICY RESEARCH

Report on Artificial Intelligence for the Administrative Conference of the U.S.

January – June 2019

Prepared case studies about how federal agencies use machine learning in a team led by Professors

David Engstrom, Daniel Ho, Catherine Sharkey, and the Honorable Mariano-Florentino Cuéllar.

Report on Campus Free Speech Policy

January – June 2019

Analyzed free speech challenges on Stanford's campus in a team led by Professor Michael McConnell.

ADDITIONAL INFORMATION

Admissions: California Bar (February 2021); Northern District of California.

Interests: Cleveland sports, violin, and new restaurants and cuisines.

STEPHEN TANG

717 W Julian Street, Unit 713, San Jose, CA 95126 | (216) 650-1715 | stang2017@outlook.com

RECOMMENDERS

Mariano-Florentino (Tino) Cuéllar
President, Carnegie Endowment for International Peace
(415) 559-8171
tcuellar@stanford.edu

Professor Aziz Z. Huq
University of Chicago Law School
(773) 702-9566
huq@uchicago.edu

Professor William S. Koski
Stanford Law School
(650) 724-3718
bkoski@stanford.edu

OTHER REFERENCES

The Honorable Edward J. Davila
District Judge, U.S. District Court for the
Northern District of California
(408) 535-5462 (chambers)
(408) 348-1955 (mobile)
edward_davila@cand.uscourts.gov

Sara B. Brody
Partner, Sidley Austin LLP
(415) 772-1279 (office)
sbrody@sidley.com

TJ Herron
Managing Associate, Sidley Austin LLP
(415) 772-1215 (office)
therron@sidley.com

Law Unofficial Transcript

Leland Stanford Jr. University
School of Law
Stanford, CA 94305
USA

Name : Tang, Stephen H
Student ID : 06236518

Print Date: 06/14/2021

----- Stanford Degrees Awarded -----

Degree : Doctor of Jurisprudence
Confer Date : 06/14/2020
Plan : Law

----- Academic Program -----

Program : Law JD
09/25/2017 : Law (JD)
Plan : Law (JD)
Status : Completed Program

----- Beginning of Academic Record -----

2017-2018 Autumn

Course	Title	Attempted	Earned	Grade	Equiv
LAW 201	CIVIL PROCEDURE I	4.00	4.00	P	
Instructor:	Kessler, Amalia Deborah				
LAW 205	CONTRACTS	4.00	4.00	P	
Instructor:	Fried, Barbara H				
LAW 207	CRIMINAL LAW	4.00	4.00	P	
Instructor:	Belt, Rabia S				
LAW 219	LEGAL RESEARCH AND WRITING	2.00	2.00	P	
Instructor:	Merino, Jeanne E.				
LAW 223	TORTS	4.00	4.00	H	
Instructor:	Sykes, Alan				

LAW TERM UNTS: 18.00 LAW CUM UNTS: 18.00

2017-2018 Winter

Course	Title	Attempted	Earned	Grade	Equiv
LAW 203	CONSTITUTIONAL LAW	3.00	3.00	H	
Instructor:	Baude, William P				
LAW 217	PROPERTY	4.00	4.00	P	
Instructor:	Ablavsky, Gregory R				
LAW 224A	FEDERAL LITIGATION IN A GLOBAL CONTEXT: COURSEWORK	2.00	2.00	P	
Instructor:	Duranske, Sarah				
LAW 2002	CRIMINAL PROCEDURE: INVESTIGATION	4.00	4.00	P	
Instructor:	Sklansky, David A				

LAW TERM UNTS: 13.00 LAW CUM UNTS: 31.00

2017-2018 Spring

Course	Title	Attempted	Earned	Grade	Equiv
LAW 224B	FEDERAL LITIGATION IN A GLOBAL CONTEXT: METHODS AND PRACTICE	2.00	2.00	P	
Instructor:	Duranske, Sarah				
LAW 2402	EVIDENCE	4.00	4.00	H	
Instructor:	Sklansky, David A				
LAW 5806	JURISPRUDENCE	3.00	3.00	H	
Instructor:	Kleinfeld, Joshua				
LAW 7001	ADMINISTRATIVE LAW	3.00	3.00	P	
Instructor:	Cuellar, Mariano-Florentino				
LAW 7054	THE 45TH PRESIDENT AND THE CONSTITUTION	2.00	2.00	H	
Instructor:	Neuborne, Burt				

LAW TERM UNTS: 14.00 LAW CUM UNTS: 45.00

2018-2019 Autumn

Course	Title	Attempted	Earned	Grade	Equiv
LAW 4007	INTELLECTUAL PROPERTY: COPYRIGHT	3.00	3.00	H	
Instructor:	Goldstein, Paul L				
LAW 6001B	LEGAL ETHICS	3.00	3.00	P	
Instructor:	Spaulding, Norman W.				
LAW 7005	CONSTITUTIONAL POLITICS	2.00	2.00	P	
Instructor:	Schacter, Jane				
LAW 7041	STATUTORY INTERPRETATION	3.00	3.00	H	
Instructor:	Schacter, Jane				
LAW 7515	LAW AND THE NEW POLITICAL ECONOMY	3.00	3.00	P	
Instructor:	Rodriguez, Daniel B Weingast, Barry R				

Information must be kept confidential and must not be disclosed to other parties without written consent of the student.

Worksheet - For office use by authorized Stanford personnel Effective Autumn Quarter 2009-10, units earned in the Stanford Law School are quarter units. Units earned in the Stanford Law School prior to 2009-10 were semester units. Law Term and Law Cum totals are law course units earned Autumn Quarter 2009-10 and thereafter.

Law Unofficial Transcript

Leland Stanford Jr. University
School of Law
Stanford, CA 94305
USA

Name : Tang, Stephen H
Student ID : 06236518

LAW TERM UNTS:		14.00	LAW CUM UNTS:		59.00	LAW TERM UNTS:		14.00	LAW CUM UNTS:		87.00
2018-2019 Winter						2019-2020 Autumn					
Course	Title	Attempted	Earned	Grade	Equiv	Course	Title	Attempted	Earned	Grade	Equiv
LAW 682F	DISCUSSION: UNDERSTANDING AMERICA	1.00	1.00	MP		LAW 2403	FEDERAL COURTS	3.00	3.00	P	
Instructor:	Engstrom, Nora Freeman Freeman Engstrom, David Weinstein, Jeremy					Instructor:	Huq, Aziz Z.				
LAW 806O	POLICY PRACTICUM: ADMINISTERING BY ALGORITHM: ARTIFICIAL INTELLIGENCE IN THE REGULATORY STATE	2.00	2.00	H		LAW 4005	INTRODUCTION TO INTELLECTUAL PROPERTY	4.00	4.00	P	
Instructor:	Cuellar, Mariano-Florentino Freeman Engstrom, David Ho, Daniel E.					Instructor:	Ouellette, Lisa Larrimore				
LAW 806R	POLICY PRACTICUM: STANFORD CAMPUS FREE SPEECH POLICIES	2.00	2.00	MP		LAW 4039	REGULATING ARTIFICIAL INTELLIGENCE	3.00	3.00	H	
Instructor:	McConnell, Michael					Instructor:	Cuellar, Mariano-Florentino				
LAW 2401	ADVANCED CIVIL PROCEDURE	3.00	3.00	P		Transcript Note:	Gerald Gunther Prize for Outstanding Performance				
Instructor:	Zambrano, Diego Alberto					LAW 5809	IS THERE AN AMERICAN LEGAL CANON?	2.00	2.00	H	
LAW 7015	CONTEMPORARY ISSUES IN CONSTITUTIONAL LAW	3.00	3.00	P		Instructor:	Huq, Aziz Z.				
Instructor:	Liu, Goodwin Hon					LAW 7836	ADVANCED LEGAL WRITING: APPELLATE LITIGATION	3.00	3.00	P	
LAW 7078	THE UNITED STATES SENATE AS A LEGAL INSTITUTION	3.00	3.00	P		Instructor:	Hirsch, Steven A.				
Instructor:	Feingold, Russell					LAW TERM UNTS:		15.00	LAW CUM UNTS:		102.00
LAW TERM UNTS:		14.00	LAW CUM UNTS:		73.00	2019-2020 Winter					
Course	Title	Attempted	Earned	Grade	Equiv	Course	Title	Attempted	Earned	Grade	Equiv
LAW 806R	POLICY PRACTICUM: STANFORD CAMPUS FREE SPEECH POLICIES	2.00	2.00	MP		LAW 922	ADVANCED YOUTH AND EDUCATION ADVOCACY CLINIC	2.00	2.00	H	
Instructor:	McConnell, Michael					Instructor:	Ford, Tara Chantelle Koski, William Sheldon				
LAW 922A	YOUTH AND EDUCATION LAW PROJECT: CLINICAL PRACTICE	4.00	4.00	P		LAW 4013	INFORMATION PRIVACY LAW	3.00	3.00	MPH	
Instructor:	Ford, Tara Chantelle Koski, William Sheldon					Instructor:	Gidari, Albert				
LAW 922B	YOUTH AND EDUCATION LAW PROJECT: CLINICAL METHODS	4.00	4.00	H		LAW 7084	THE FIRST AMENDMENT: FREEDOM OF SPEECH AND PRESS	3.00	3.00	MPH	
Instructor:	Ford, Tara Chantelle Koski, William Sheldon					Instructor:	Persily, Nathaniel A.				
LAW 922C	YOUTH AND EDUCATION LAW PROJECT: CLINICAL COURSEWORK	4.00	4.00	H		LAW 7095	ADVANCED ADMINISTRATIVE LAW	3.00	3.00	MPH	
Instructor:	Ford, Tara Chantelle Koski, William Sheldon					Instructor:	O'Connell, Anne Margaret Joseph				
Transcript Note:	Judae Thelton E. Henderson Prize for Outstanding Performance					LAW 7809	ADVANCED LEGAL RESEARCH	2.00	2.00	P	
						Instructor:	Elbaum, Shay M. Marks, Taryn L				

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Leland Stanford Jr. University
School of Law
Stanford, CA 94305
USA

Law Unofficial Transcript

Name : Tang, Stephen H
Student ID : 06236518

LAW TERM UNITS: 13.00 LAW CUM UNITS: 115.00

2019-2020 Spring

Course		Title	Attempted	Earned	Grade	Equiv
LAW	1001	ANTITRUST	4.00	4.00	MPH	
Instructor:		Van Schewick, Barbara				
LAW	7010	CONSTITUTIONAL LAW: THE FOURTEENTH AMENDMENT	3.00	3.00	MPH	
Instructor:		Schacter, Jane				
LAW	7017	CREATION OF THE CONSTITUTION	4.00	4.00	MPH	
Instructor:		McConnell, Michael				
LAW	7062	ORIGINALISM	2.00	2.00	MPH	
Instructor:		McConnell, Michael				
LAW TERM UNITS:			13.00	LAW CUM UNITS:		
				128.00		

END OF TRANSCRIPT

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Mariano-Florentino Cuellar
Visiting Professor of Law
Stanford Law School
Crown Quadrangle
559 Nathan Abbott Way
Stanford, California 94305-8610
tcuellar@stanford.edu
415.865.7080

June 12, 2023

The Honorable Maria Kahn
Connecticut Financial Center
157 Church Street, 18th Floor
New Haven, CT 06510-2100

Dear Judge Kahn:

I had the pleasure of having Stephen Tang as a student in several of my classes at Stanford Law School. He was a standout student in my Regulating Artificial Intelligence class in the fall of 2019, and also enrolled in my Administrative Law Class as well as Administering by Algorithm (which I co-taught with Professors Daniel Ho and David Engstrom). I recommend him with enthusiasm.

I became especially well-acquainted with Stephen when he was a student in Regulating Artificial Intelligence. In this class, students learn to analyze, resolve, and place in context a variety of legal and governance problems associated with artificial intelligence. Although the primary focus of the class is on the challenges and possibilities associated with (current or future) computer systems capable of deploying some kind of “artificial intelligence,” students learn about a variety of relevant areas of law such as torts, administrative law and legislation, constitutional law, international law, and employment law. Class activities and assignments included in-class discussions and Socratic dialogues, simulations, short writing assignments, presentations, and a final exam. Stephen was impeccably prepared for class, thoughtful in his discussions of doctrine and related policy problems, and engaging when he came to office hours to explore further questions. His writing in response papers and the final exam was clear and succinct, thorough, technically precise, and a pleasure to read. I was not surprised when his blind-graded exam turned out to be one of the strongest in the class, for which I awarded him not only an Honors grade but one of the class prizes in a class of nearly 100 students.

I’ve been particularly impressed with Stephen for three reasons. First, he has strong, perceptive, technically-precise lawyerly instincts. This was clear not only in Regulating Artificial Intelligence and Administering by Algorithm, but in Administrative Law. To take one issue we covered in Regulating Artificial Intelligence, he was able to navigate thoughtfully the distinctions between (for example) the doctrinal calculus associated with whether there’s a tort law duty and whether (given a duty) there’s a basis to conclude that proximate causation is present. I found his comments and insights similarly perceptive in Administrative Law when he analyzed the extent to which current formulations of the Chevron test for reviewing agency interpretations of statutes they administer can be usefully separated into a “step 1” and “step 2” (and even a “step zero”), or whether it makes more sense to view it fundamentally as involving the resolution of a single question.

Second, Stephen is intellectually curious. Without ever losing focus on the core substantive material in any course he’s taken, he wants to understand why the law’s developed in a particular fashion, and what the difficult problems of implementation are in different settings. He appreciates the tension between law’s implicit ambition to apply in predictable, comparable ways across contexts and the reality (often explicitly built into legal standards, but even if not, frequently encountered in practice) of differently-textured contexts where the seemingly straightforward application of a legal standard requires careful attention to nuance.

Third, I’ve seen Stephen develop. Stephen was already a strong student when I had him in Administrative Law. But I found he’s grown intellectually and professionally even more so than I would expect from the mere continuation of his education at Stanford. I found his writing even clearer and his intellectual curiosity more grounded in knowledge of different doctrinal areas.

Beyond the classroom, Stephen has been deeply engaged in the Stanford Law School community and had a strong, positive presence on campus. He won the Judge Thelton Henderson Prize for Outstanding Performance of his involvement in the Youth and Education Law Project, in which he represented students with disabilities secure special education. He served as editor of both the Stanford Technology Law Review and Stanford Law & Policy Review. He worked with my fellow colleagues David Engstrom, Daniel Ho, Catherine Sharkey and myself on a report for the Administrative Conference of the U.S., for which Stephen’s contribution was instrumental in analyzing how federal agencies use machine learning.

Stephen is also a pleasure to interact with personally. He has a warm, contemplative presence. I imagine he would be a real pleasure to have as a law clerk and as a colleague in chambers, just as he has been a pleasure to have as a student. I hope you’ll consider Stephen seriously, and I’m confident you’ll be delighted if you choose him. Please let me know if you’d like to discuss further.

Warmly,

Mariano-Florentino Cuellar - tcuellar@stanford.edu - 415-559-8171

/s/ Mariano-Florentino Cuellar

Mariano-Florentino Cuellar - tcuellar@stanford.edu - 415-559-8171

William S. Koski
Eric and Nancy Wright Professor of Clinical Education
Director, Youth and Education Law Project
559 Nathan Abbott Way
Stanford, California 94305-8610
650-724-3718
bkoski@law.stanford.edu

June 12, 2023

The Honorable Maria Kahn
Connecticut Financial Center
157 Church Street, 18th Floor
New Haven, CT 06510-2100

Dear Judge Kahn:

It is with great enthusiasm that I write this letter of recommendation in support the application of Stephen Tang for a clerkship in your chambers. I am the Eric & Nancy Wright Professor of Clinical Education, Professor of Law, and Professor of Education (by courtesy) at the Stanford Law School and Stanford Graduate School of Education. I also direct the Youth & Education Law Project (YELP), an in-house legal clinic that works with economically disadvantaged children and their families in education-related matters.

I had the pleasure and privilege of teaching and working closely with Stephen in my Education Advocacy Clinic during the spring 2019 quarter as a full-time student, and the winter and spring 2020 quarters as a part-time, advanced student. During our time working together, Stephen demonstrated not only the intellectual, analytic, and writing skills of a first-rate law clerk and lawyer, he quite simply was a fine colleague and collaborator who can work effectively in any judicial chambers or law office.

The best way to give you a sense of Stephen's professionalism, superb analytic and interpersonal skills, and strong work ethic is to share an anecdote from his work in my clinic. A client, Omar, is a 20-year-old student who is profoundly deaf, has mild cerebral palsy, and has never been provided meaningful access to language. Indeed, after spending his first few years in the United States, Omar moved with his family to Egypt, where he received minimal instruction in lip-reading Arabic and no instruction in sign language. Upon his return to the U.S., Omar's Bay Area school district assumed that he had an intellectual disability that prevented him from accessing language; did not provide him with meaningful American Sign Language (ASL) instruction; and instead placed him in a dead-end vocational program. Recognizing his potential, Omar and his mother sought YELP's assistance and, prior to Stephen's involvement, we arranged for a high-quality psycho-educational assessment from a nationally known clinical psychologist who works with the deaf community. The assessment demonstrated that although Omar had low-average intelligence, he nevertheless was fully capable of fluency in sign language, and therefore should be immersed in such an environment. As a result, YELP sought – and succeeded in gaining – admission to the California School for the Deaf (CSD), a state special school in Fremont, California. However, after a brief trial period, the CSD kicked him out, alleging that Omar's behaviors were unsafe.

That's where Stephen stepped in. Stephen immediately researched Omar's rights under disability law, the admissions regulations at the CSD, and Omar's extensive educational, psychological, and medical records. Stephen drafted a lengthy and complex administrative complaint that included allegations of a denial of a free appropriate education under the Individuals with Disabilities Education Act, discrimination under the Rehabilitation Act, and violations of the Administrative Procedures Act. He also crafted a complex legal argument to support a motion to have Omar "stay put" at CSD. All of this work was not only designed to persuade the state hearing office (or ultimately a court) that Omar should be provided an ASL-immersive environment at CSD and that CSD's admissions policies and procedures were discriminatory and unlawful.

Then the COVID-19 shutdown happened and the parties—Omar, his school district, and the CSD—had to prepare for a virtual trial. Stephen and our team assembled Omar's voluminous documentary record, subpoenaed witnesses, worked with Omar's expert assessor, and geared up for trial. Fortunately, and with the strength of the case Stephen and our team worked up, the CSD agreed in mediation to allow Omar another chance. This simply would not have happened had Stephen not been such a careful legal researcher and analysis, strong writer, and, ultimately terrific project manager.

In Omar's case, Stephen displayed dogged determination, creative legal and factual investigation and analysis, terrific writing, and professional negotiation skills. But even more important, Stephen always respected his client's autonomy and dignity by ensuring that, at every client meeting, we had two ASL interpreters for Omar (because it's exhausting work) and an Arabic interpreter for Omar's mother. That combination of compassion and legal skills is formidable.

In short, I am convinced that Stephen will be a terrific law clerk and lawyer's lawyer. It is for these reasons that I enthusiastically recommend Stephen for a clerkship with you. Should you have any further questions about Stephen and his work with me, please feel free to contact me 650.724.3718 or bkoski@law.stanford.edu.

Sincerely,

/s/ William S. Koski

Bill Koski - bkoski@stanford.edu - (650) 724-3718

Bill Koski - bkoski@stanford.edu - (650) 724-3718

JENNY S. MARTINEZRichard E. Lang Professor of Law
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Stanford Grading System

Dear Judge:

Since 2008, Stanford Law School has followed the non-numerical grading system set forth below. The system establishes “Pass” (P) as the default grade for typically strong work in which the student has mastered the subject, and “Honors” (H) as the grade for exceptional work. As explained further below, H grades were limited by a strict curve.

H	Honors	Exceptional work, significantly superior to the average performance at the school.
P	Pass	Representing successful mastery of the course material.
MP	Mandatory Pass	Representing P or better work. (No Honors grades are available for Mandatory P classes.)
MPH	Mandatory Pass - Public Health Emergency*	Representing P or better work. (No Honors grades are available for Mandatory P classes.)
R	Restricted Credit	Representing work that is unsatisfactory.
F	Fail	Representing work that does not show minimally adequate mastery of the material.
L	Pass	Student has passed the class. Exact grade yet to be reported.
I	Incomplete	
N	Continuing Course	
[blank]		Grading deadline has not yet passed. Grade has yet to be reported.
GNR	Grade Not Reported	Grading deadline has passed. Grade has yet to be reported.

In addition to Hs and Ps, we also award a limited number of class prizes to recognize truly extraordinary performance. These prizes are rare: No more than one prize can be awarded for every 15 students enrolled in a course. Outside of first-year required courses, awarding these prizes is at the discretion of the instructor.

* The coronavirus outbreak caused substantial disruptions to academic life beginning in mid-March 2020, during the Winter Quarter exam period. Due to these circumstances, SLS used a Mandatory Pass-Public Health Emergency/Restricted Credit/Fail grading scale for all exam classes held during Winter 2020 and all classes held during Spring 2020.

For non-exam classes held during Winter Quarter (e.g., policy practicums, clinics, and paper classes), students could elect to receive grades on the normal H/P/Restricted Credit/Fail scale or the Mandatory Pass-Public Health Emergency/Restricted Credit/Fail scale.

Page 2

The five prizes, which will be noted on student transcripts, are:

- the Gerald Gunther Prize for first-year legal research and writing,
- the Gerald Gunther Prize for exam classes,
- the John Hart Ely Prize for paper classes,
- the Hilmer Oehlmann, Jr. Award for Federal Litigation or Federal Litigation in a Global Context, and
- the Judge Thelton E. Henderson Prize for clinical courses.

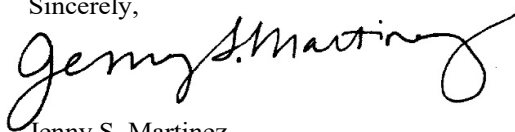
Unlike some of our peer schools, Stanford strictly limits the percentage of Hs that professors may award. Given these strict caps, in many years, *no student* graduates with all Hs, while only one or two students, at most, will compile an all-H record throughout just the first year of study. Furthermore, only 10 percent of students will compile a record of three-quarters Hs; compiling such a record, therefore, puts a student firmly within the top 10 percent of his or her law school class.

Some schools that have similar H/P grading systems do not impose limits on the number of Hs that can be awarded. At such schools, it is not uncommon for over 70 or 80 percent of a class to receive Hs, and many students graduate with all-H transcripts. This is not the case at Stanford Law. Accordingly, if you use grades as part of your hiring criteria, we strongly urge you to set standards specifically for Stanford Law School students.

If you have questions or would like further information about our grading system, please contact Professor Michelle Anderson, Chair of the Clerkship Committee, at (650) 498-1149 or manderson@law.stanford.edu. We appreciate your interest in our students, and we are eager to help you in any way we can.

Thank you for your consideration.

Sincerely,



Jenny S. Martinez
Richard E. Lang Professor of Law and Dean

Updated May 2020

June 12, 2023

The Honorable Maria Kahn
Connecticut Financial Center
157 Church Street, 18th Floor
New Haven, CT 06510-2100

Dear Judge Kahn:

I write to recommend Stephen Tang (Stanford Law School, Class of 2020), as a law clerk in your chambers. I've gotten to know Stephen when he was a student in my Federal Courts course and my seminar *Is There an American Legal Canon?* (Note that I taught Stephen while a visitor at Stanford in Fall 2019). I was impressed at the quality of Stephen's participation in both courses; his written work in both instances was also solid, whether in the form of a take-home exam (in Federal Courts) or a series of response papers (the seminar). While he was at Stanford Law, Stephen amassed an impressive range of achievements and experience touching both on litigation and legal policy work. The diversity of his activities at the Law School demonstrates his intellectual ability, his energy, and his sheer range of intellectual engagements—all confirmed by my experience working with him in class. After graduation, he has accrued valuable experience with the Hon. Edward J. Davila (this year) and the Hon. James Gwin (next year), as well as at a major, prestigious law firm. Based on my reading, his transcript and CV, in addition to my experience teaching him in both a seminar and a large, doctrinally challenging class, I think Stephen would be a strong appellate law clerk, capable of handling the legal work entailed in the position and also able to take a wider perspective. I recommend him in that regard highly.

Let me start with my experience teaching Stephen at Stanford in 2019. In the quarter I was at Palo Alto, I taught Stephen in a seminar called *Is There an American Legal Canon?* and in the canonical Federal Courts class. In both contexts, he was a thoughtful and constructive participant who had clearly engaged diligently with the material (whether doctrinal or otherwise). I was consistently impressed at the sophistication and range of points that Stephen made in class, and also in the course of after-class conversations that we have on numerous occasions. During the time I was at Stanford, I was working on a project about the application of due process and equal protection values to machine-learning tools in the criminal justice context. Stephen understood both the institutional context and the technological dimension of the problem in a way that many professorial interlocutors didn't. I have reread Stephen's exam and his short seminar papers. In both cases, Stephen's writing is clear, his legal analysis is perspicacious, and his analytic reach is evident. Although Stephen obtained a "P" rather than an "H" in Federal Courts, it is worth saying that across the body of his career at Stanford, he has obtained many "H" grades. Although I am not experienced with reading Stanford transcripts, it is my sense that his reflects a very credible, even powerful intellect at work—on par with some of the best students in the class. Of note, Stephen has obtained strong grades in both private and public law classes, which suggests that he will be a useful clerk to have around, capable of working on a heterogeneous array of cases.

While at Stanford, Stephen also compiled an impressive range of achievements demonstrating his energy, interest in and dedication to the law, and his sheer energy. He was, for example, a senior editor of both the *Stanford Law and Policy Review* and the *Stanford Technology Review*. He also participated in research projects with Professor McConnell on academic free speech and with Professors Ho and Engstrom on artificial intelligence. He further took a leadership role with respect to the public interest fund-raising for his peers. This illustrates how Stephen has taken his interest in science, cultivated while at MIT, and broadened his base of knowledge and expertise. This reflects a family orientation: Stephen comes from a family that emigrated from rural China with very few resources and worked hard to expand his intellectual horizons at every opportunity. Stephen has taken up that family work ethic.

During his summers, Stephen has also diligently acquired legal experience that is directly pertinent to the work of a federal law clerk. In his native Cleveland, he has externed for the Hon. Thomas Parker. In the same summer, he also worked at the San Francisco office of Sidley Austin, where he later returned upon graduation. This is on top of the litigation experience he has gained through clinics at Stanford. He has since graduation accrued further directly relevant experience both at the firm and at the two aforementioned clerkships.

It is also worth noting that Stephen's technical and scientific background means that he would be especially valuable to have in chambers if you anticipate any number of cases that require mathematical or scientific skills. These skills may well explain his standout performance in the *Regulating Artificial Intelligence* class. Stephen is applying for clerkships that begin no earlier than 2024—and at that point would have two years' work as a litigation associate at Sidley Austin under his belt, as well as almost two years' work in federal clerk positions. I think he is already a strong candidate—and this experience would make him an even stronger one.

Based on all this evidence, I would anticipate that Stephen would perform well in the demanding circumstances of an appellate federal clerkship, especially given his district court clerkships. I am thus a strong supporter of his application. I would be happy to answer any questions you have and can be reached at your disposal at huq@uchicago.edu.

Sincerely,

Aziz Huq
Frank and Bernice J. Greenberg Professor of Law
University of Chicago Law School

Aziz Huq - huq@stanford.edu - 773-702-9566

Applicant Details

First Name	Ivy		
Middle Initial	T		
Last Name	Truong		
Citizenship Status	U. S. Citizen		
Email Address	itruong@uchicago.edu		
Address	<table> <tr> <th>Address</th> </tr> <tr> <td> Street 5035 S East End Ave, Apt 712N City Chicago State/Territory Illinois Zip 60615 </td> </tr> </table>	Address	Street 5035 S East End Ave, Apt 712N City Chicago State/Territory Illinois Zip 60615
Address			
Street 5035 S East End Ave, Apt 712N City Chicago State/Territory Illinois Zip 60615			
Contact Phone Number	6184027889		

Applicant Education

BA/BS From	Princeton University
Date of BA/BS	May 2021
JD/LLB From	The University of Chicago Law School https://www.law.uchicago.edu/
Date of JD/LLB	June 1, 2024
Class Rank	School does not rank
Law Review/Journal	Yes
Journal(s)	The University of Chicago Law Review
Moot Court Experience	No

Bar Admission

Prior Judicial Experience

Judicial Internships/ Externships	No
Post-graduate Judicial Law Clerk	No

Specialized Work Experience

Professional Organization

Organizations	Law of the Land, Vice President Supreme Court and Appellate Society, Events Coordinator Asian Pacific American Law Students Association First Generation Professionals
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Recommenders

Davidson, Adam
davidsona@uchicago.edu

Rappaport, John
jrappaport@uchicago.edu
773-834-7194

Fahey, Bridget
bfahey@uchicago.edu
720-272-0844

This applicant has certified that all data entered in this profile and any application documents are true and correct.

5035 S. East End Ave., Apt. 712N
Chicago, IL 60615
(618) 402-7889

June 12, 2023

The Honorable Maria Araujo Kahn
United States Court of Appeals for the Second Circuit
Connecticut Financial Center
157 Church Street, 18th Floor
New Haven, CT 06510-2100

Dear Judge Kahn:

I am a rising third-year law student at the University of Chicago Law School and a managing editor for the *University of Chicago Law Review*. I am applying for a clerkship in your chambers for the 2024 term.

I am confident that I could contribute meaningfully to the court's mission. As a managing editor for the *Law Review*, I have become accustomed to editing and proofreading complex legal arguments, maximizing for clarity and concision. My current position as a summer associate for Covington & Burling has allowed me to hone my legal research and writing skills through assignments in a diverse array of practice areas. Before law school, I served in college as the managing editor for the daily student newspaper. Importantly, that experience involved intense collaboration with my peers to edit and publish public-facing writing.

A resume, transcript, and writing sample are enclosed. Letters of recommendation from Professors John Rappaport, Bridget Fahey, and Adam Davidson will arrive under separate cover. Two grades from the spring quarter are currently unavailable, but I will provide them when they have been published. Should you require additional information, please do not hesitate to let me know.

Sincerely,

/s/ Ivy Truong

Ivy Truong
Enclosures

Ivy Truong

5035 S. East End Ave., Apt. 712N, Chicago, IL 60615 • (618) 402-7889 • itruong@uchicago.edu

EDUCATION

The University of Chicago Law School, Chicago, IL

Juris Doctor, expected June 2024

- *Honors*: David Rubenstein Scholar (full-tuition scholarship and living stipend)
- *Journal*: *The University of Chicago Law Review*, Managing Editor
- *Activities*: Law of the Land, Vice President; Supreme Court and Appellate Society, Events Coordinator; Asian Pacific American Law Students Association, Member; First Generation Professionals, Member

Princeton University, Princeton, NJ

Bachelor of Arts in Slavic Languages and Literatures, *summa cum laude*, May 2021

- *Thesis*: *Black Through Red: Seeing/Reading Post-Civil Rights America Through the Soviet Press*
- *Honors*: Montgomery Raiser '92 Thesis Prize, Nicholas Bachko, Jr. Scholarship Prize
- *Study Abroad*: Middlebury School in Russia, Moscow, Russia, Fall 2019

EXPERIENCE

Covington & Burling, Washington, D.C.

Summer Associate, Summer 2023

Barack Ferrazzano Kirschbaum & Nagelberg LLP, Chicago, IL

Summer Associate, Summer 2023

City of Chicago Law Department, Constitutional & Commercial Litigation Division, Chicago, IL

Law Clerk, Summer 2022

- Researched and wrote memoranda on various legal issues, including the Proportionate Penalties Clause of the Illinois State Constitution, conceptual severance doctrine, and Title VI enforcement
- Drafted an opposition to a motion to reconsider for a case contesting an administrative agency's decision
- Observed depositions, court proceedings, and administrative hearings

Professor Alison LaCroix, The University of Chicago Law School, Chicago, IL

Research Assistant, Summer 2022

- Conducted research and checked citations for a book project chronicling the history of constitutional interpretation and federalism between 1815 and 1861
- Navigated image permissions and performed other administrative tasks

The Daily Princetonian, Princeton, NJ

Managing Editor, 2018–2020

- Oversaw cross-functional staff of more than 200 reporters and editors for a daily publication
- Collaborated in researching and writing editorials for the newspaper's editorial board
- Led group in researching the establishment of a financial stipend program for low-income and diverse staffers, resulting in an initial allocation of \$10,000 for the program

SKILLS AND INTERESTS

Proficient in Russian. Enjoys skiing, coffee brewing, and St. Louis Cardinals baseball.

REJECT DOCUMENT IF SIGNATURE BELOW IS DISTORTED



Name: Ivy Trieu Truong
Student ID: 12329138


Scott C. Campbell, University Registrar

University of Chicago Law School

Academic Program History

Honors/Awards

The University of Chicago Law Review, Staff Member 2022-23

Program: Law School
Start Quarter: Autumn 2021
Program Status: Active in Program
J.D. in Law

Autumn 2022

Course	Description	Attempted	Earned	Grade
LAWS 43200	Immigration Law Amber Hallett	3	3	177
LAWS 43228	Local Government Law Lee Fennell	3	3	178
LAWS 53347	Law and Literature Richard Mcadams	3	3	182
LAWS 63402	Workshop: Public Law and Legal Theory Bridget Fahey Genevieve Lakier William Baude Curtis Bradley Jonathan Masur Richard Mcadams Thomas Ginsburg Joshua C. Macey	0	0	P
LAWS 94110	The University of Chicago Law Review Anthony Casey	1	1	P

External Education

Princeton University
Princeton, New Jersey
Bachelor of Arts 2021

Beginning of Law School Record

Autumn 2021

Course	Description	Attempted	Earned	Grade
LAWS 30101	Elements of the Law William Baude	3	3	181
LAWS 30211	Civil Procedure William Hubbard	4	4	179
LAWS 30611	Torts Saul Levmore	4	4	178
LAWS 30711	Legal Research and Writing Adam Davidson	1	1	184

Winter 2022

Course	Description	Attempted	Earned	Grade
LAWS 30311	Criminal Law John Rappaport	4	4	181
LAWS 30411	Property Thomas Gallanis Jr	4	4	180
LAWS 30511	Contracts Bridget Fahey	4	4	181
LAWS 30711	Legal Research and Writing Adam Davidson	1	1	184

Spring 2022

Course	Description	Attempted	Earned	Grade
LAWS 30712	Legal Research, Writing, and Advocacy Adam Davidson	2	2	181
LAWS 30713	Transactional Lawyering Douglas Baird	3	3	178
LAWS 40101	Constitutional Law I: Governmental Structure Bridget Fahey	3	3	181
LAWS 43368	Legal History of the Founding Era Farah Peterson	3	3	183
LAWS 44201	Legislation and Statutory Interpretation Ryan Doerfler	3	3	179

Winter 2023

Course	Description	Attempted	Earned	Grade
LAWS 40201	Constitutional Law II: Freedom of Speech Genevieve Lakier	3	3	179
LAWS 45701	Trademarks and Unfair Competition Omri Ben-Shahar	3	3	177
LAWS 51702	Behavioral Law and Economics Meets Writing Project Requirement	3	3	181
LAWS 53221	Current Issues in Criminal and National Security Law Michael Scudder	3	3	182
LAWS 63402	Workshop: Public Law and Legal Theory Bridget Fahey Genevieve Lakier William Baude Curtis Bradley Jonathan Masur Richard Mcadams Thomas Ginsburg Joshua C. Macey	0	0	P
LAWS 94110	The University of Chicago Law Review Anthony Casey	1	1	P

Date Issued: 06/05/2023

Page 1 of 2

KEY TO TRANSCRIPT ON FINAL PAGE

REJECT DOCUMENT IF SIGNATURE BELOW IS DISTORTED



Name: Ivy Trieu Truong
Student ID: 12329138


 Scott C. Campbell, University Registrar

University of Chicago Law School

Spring 2023

Course	Description	Attempted	Earned	Grade
LAWS 41601	Evidence John Rappaport	3	3	179
LAWS 43269	Foreign Relations Law Curtis Bradley	3	3	180
LAWS 53282	The Interbellum Constitution: Union, Commerce, and Slavery in the Early 19th Century Alison LaCroix	3	0	
LAWS 53404	The Role and Practice of the State Attorney General Michael Scodro	3	0	
LAWS 63402	Workshop: Public Law and Legal Theory Lisa Madigan Bridget Fahey Genevieve Lakier William Baude Curtis Bradley Jonathan Masur Richard McAdams Thomas Ginsburg Joshua C. Macey	1	1	P
LAWS 94110	The University of Chicago Law Review Meets Substantial Research Paper Requirement	1	1	P
Req Designation:	Anthony Casey			
Send To:	Ivy Truong 5035 S East End Ave Apt 712N Chicago, IL 60615-0141			

End of University of Chicago Law School

Date Issued: 06/05/2023

Page 2 of 2

KEY TO TRANSCRIPT ON FINAL PAGE

OFFICIAL ACADEMIC DOCUMENT



Key to Transcripts
of
Academic Records

1. **Accreditation:** The University of Chicago is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. For information regarding accreditation, approval or licensure from individual academic programs, visit <http://csl.uchicago.edu/policies/disclosures>.

2. **Calendar & Status:** The University calendar is on the quarter system. Full-time quarterly registration in the College is for three or four units and in the divisions and schools for three units. For exceptions, see 7 Doctoral Residence Status.

3. **Course Information:** Generally, courses numbered from 10000 to 29999 are courses designed to meet requirements for baccalaureate degrees. Courses with numbers beginning with 30000 and above meet requirements for higher degrees.

4. **Credits:** The Unit is the measure of credit at the University of Chicago. One full Unit (100) is equivalent to 3 1/3 semester hours or 5 quarter hours. Courses of greater or lesser value (150, 050) carry proportionately more or fewer semester or quarter hours of credit. See 8 for Law School measure of credit.

5. Grading Systems:

Quality Grades

Grade	College & Graduate	Business	Law
A+	4.0	4.33	
A	4.0	4.0	186-180
A-	3.7	3.67	
B+	3.3	3.33	
B	3.0	3.0	179-174
B-	2.7	2.67	
C+	2.3	2.33	
C	2.0	2.0	173-168
C-	1.7	1.67	
D+	1.3	1.33	
D	1	1	167-160
F	0	0	159-155

Non-Quality Grades

- I **Incomplete:** Not yet submitted all evidence for final grade. Where the mark I is changed to a quality grade, the change is reflected by a quality grade following the mark I, (e.g. IA or IB).
- IP **Pass (non-Law):** Mark of I changed to P (Pass). See 8 for Law IP notation.
- NGR **No Grade Reported:** No final grade submitted
- P **Pass:** Sufficient evidence to receive a passing grade. May be the only grade given in some courses.
- Q **Query:** No final grade submitted (College only)
- R **Registered:** Registered to audit the course
- S **Satisfactory**
- U **Unsatisfactory**
- UW **Unofficial Withdrawal**
- W **Withdrawal:** Does not affect GPA calculation
- WP **Withdrawal Passing:** Does not affect GPA calculation
- WF **Withdrawal Failing:** Does not affect GPA calculation
- Blank:** If no grade is reported after a course, none was available at the time the transcript was prepared.

Examination Grades

- H Honors Quality
- P* High Pass
- P Pass

Grade Point Average: Cumulative G.P.A. is calculated by dividing total quality points earned by quality hours attempted. For details visit the Office of the University Registrar website: <http://registrar.uchicago.edu>.

6. **Academic Status and Program of Study:** The quarterly entries on students' records include academic statuses and programs of study. The Program of Study in which students are enrolled is listed along with the quarter they commenced enrollment at the beginning of the transcript or chronologically by quarter. The definition of academic statuses follows:

7. **Doctoral Residence Status:** Effective Summer 2016, the academic records of students in programs leading to the degree of Doctor of Philosophy reflect a single doctoral registration status referred to by the year of study (e.g. D01, D02, D03). Students entering a PhD program Summer 2016 or later will be subject to a

University-wide 9-year limit on registration. Students who entered a PhD program prior to Summer 2016 will continue to be allowed to register for up to 12 years from matriculation.

Scholastic Residence: the first two years of study beyond the baccalaureate degree. (Revised Summer 2000 to include the first four years of doctoral study. Discontinued Summer 2016)

Research Residence: the third and fourth years of doctoral study beyond the baccalaureate degree. (Discontinued Summer 2000.)

Advanced Residence: the period of registration following completion of Scholastic and Research Residence until the Doctor of Philosophy is awarded. (Revised in Summer 2000 to be limited to 10 years following admission for the School of Social Service Administration doctoral program and 12 years following admission to all other doctoral programs. Discontinued Summer 2016.)

Active File Status: a student in Advanced Residence status who makes no use of University facilities other than the Library may be placed in an Active File with the University. (Discontinued Summer 2000.)

Doctoral Leave of Absence: the period during which a student suspends work toward the Ph.D. and expects to resume work following a maximum of one academic year.

Extended Residence: the period following the conclusion of Advanced Residence. (Discontinued Summer 2013.)

Doctoral students are considered full-time students except when enrolled in Active File or Extended Residence status, or when permitted to complete the Doctoral Residence requirement on a half-time basis.

Students whose doctoral research requires residence away from the University register *Pro Forma*. *Pro Forma* registration does not exempt a student from any other residence requirements but suspends the requirement for the period of the absence. Time enrolled *Pro Forma* does not extend the maximum year limit on registration.

8. **Law School Transcript Key:** The credit hour is the measure of credit at the Law School. University courses of 100 Units not taught through the Law School are comparable to 3 credit hours at the Law School, unless otherwise specified.

The frequency of honors in a typical graduating class:

Highest Honors (182+)
0.5%
High Honors (180.5+)(pre-2002 180+)
7.2%
Honors (179+)(pre-2002 178+)
22.7%

Pass/Fail and letter grades are awarded primarily for non-law courses. Non-law grades are not calculated into the law GPA.

P** indicates that a student has successfully completed the course but technical difficulties, not attributable to the student, interfered with the grading process.

IP (In Progress) indicates that a grade was not available at the time the transcript was printed.

* next to a course title indicates fulfillment of one of two substantial writing requirements. (Discontinued for Spring 2011 graduating class.)

See 5 for Law School grading system.

9. **FERPA Re-Disclosure Notice:** In accordance with U.S.C. 438(6)(4)(8)(The Family Educational Rights and Privacy Act of 1974) you are hereby notified that this information is provided upon the condition that you, your agents or employees, will not permit any other party access to this record without consent of the student.

Office of the University Registrar
University of Chicago
1427 E. 60th Street
Chicago, IL 60637
773.702.7891

For an online version including updates to this information, visit the Office of the University Registrar website: <http://registrar.uchicago.edu>.

Revised 09/2016

Adam Davidson
Assistant Professor of Law
The University of Chicago Law School
1111 E. 60th Street
Chicago, IL 60637
davidsona@uchicago.edu | 773-834-1473

June 09, 2023

The Honorable Maria Kahn
Connecticut Financial Center
157 Church Street, 18th Floor
New Haven, CT 06510-2100

Dear Judge Kahn:

It is my pleasure to recommend Ivy Truong for a clerkship in your chambers. I taught Ivy's Legal Research and Writing courses throughout her 1L year. Ivy was one of the strongest writers in the class, and she received the highest grade in the class for her first two quarters of work. Her writing is clear, concise, and technically excellent. And even as a 1L, her legal research and analysis skills were strong. She not only quickly mastered correctly identifying the heart of an issue and the law at its core, she also displayed an impeccable ability to prioritize discussing the difficult parts of that issue while never neglecting the easy, but necessary, pieces of her analysis. This particular skill is one that I have seen much more experienced students struggle with, and Ivy had it in spades in the first quarters of her 1L year.

Ivy is a pleasant person with whom to interact, and beneath that pleasantness is a depth and brilliance that is not always immediately apparent. Indeed, in many ways Ivy is unassuming. She is not someone who constantly tries to display her brilliance, or who asks questions just for the sake of showing her cleverness. She lets her work do the talking for her, and her questions always seem genuine and targeted toward improving her understanding.

Of course, what makes this trait of hers notable is that Ivy has so much to brag about. She is a Rubenstein Scholar, meaning she received a full tuition plus stipend scholarship to attend the Law School. And she earned that scholarship by graduating summa cum laude from Princeton with a degree in Slavic Language and Literature, a major she chose because she wanted exposure to a culture far different from her own. Ivy is also the daughter of Vietnamese immigrants who became successful small business owners in Illinois, including, somewhat oddly she notes, of a Chinese restaurant. After studying abroad multiple times in Russia and graduating from Princeton, her success has only continued here at the Law School. She not only was selected to join the Law Review as a staff member, she was selected by the outgoing board to be one of its Managing Editors. She has achieved an impressive and broad level of academic success, receiving grades of 180-plus (As in Chicago's parlance) in a diverse set of classes. Indeed, given the success she has achieved thus far, she appears to be on track to potentially graduate with high honors.

Ivy's background, experiences, and personality are all excellent reasons to hire her as a law clerk. I would be shocked if she was anything other than a joy to have in chambers.

But I think the reason I would hire her is that, based on her work that I have seen and the experiences she has had before and since, she is simply going to be superb at the work a law clerk does. As a 1L, she was already a better writer than many (if not most) 3Ls, and since then she will have spent thousands of hours in classes and doing law review work (when I was on the Law Review, being a Managing Editor was nearly an additional full-time job on top of being a student) further honing her writing, editing, and legal research and analysis abilities. And none of this is anomalous. As I mentioned, she has done exceptionally well in classes ranging from Criminal Law to Legal History to Behavioral Law and Economics, and she even won a prize for her thesis at Princeton.

I give Ivy my strongest recommendation for a clerkship in your chambers, and I do so enthusiastically and without reservation.

Sincerely,

Adam Davidson

Adam Davidson - davidsona@uchicago.edu

John Rappaport
Professor of Law
University of Chicago Law School
1111 East 60th Street | Chicago, Illinois 60637
phone 773-834-7194 | fax 773-702-0730
e-mail : jrappaport@uchicago.edu
www.law.uchicago.edu/faculty/rappaport

June 09, 2023

The Honorable Maria Kahn
Connecticut Financial Center
157 Church Street, 18th Floor
New Haven, CT 06510-2100

Dear Judge Kahn:

Ivy Truong is a gem. The first in her family to attend college, Ivy finished summa cum laude at Princeton before joining us at the University of Chicago Law School on a merit-based, full-tuition Rubenstein Scholarship. Ivy writes beautifully, boasting 184s (A+'s) in two of three quarters of legal writing and managing editorships of the Daily Princetonian and now the University of Chicago Law Review. And she is easy to be around. Ivy is reserved but affable, with a subtle sense of humor and a hidden taste for adventure. She is applying for a clerkship in your chambers, and I recommend her to you without reservation.

I made Ivy's acquaintance when she was assigned to my section of Criminal Law her 1L year. She is, as I mentioned, reserved, but I remember being impressed by her preparation, composure, and confidence during our Socratic exchanges. Ivy is no wallflower. She performed admirably under what I'm told is the considerable pressure of my "cold calls." Ivy delivered as well at the quarter's end, turning in a well-constructed, analytically sound exam that earned her a 181—a solid A—in the course. This year, I have Ivy again in Evidence, which has been a pleasure. She comes to my office hours most weeks, unerringly armed with intelligent questions that demonstrate real engagement with the material.

As I've had a chance to get to know Ivy, I've been struck by how far she's come in the scope of a generation. Ivy's parents immigrated from Vietnam in their 20s; her father, a refugee who escaped his homeland by boat. They settled in southern Illinois, opening a Chinese-American restaurant and, later, a scrap metal recycling center, which they ran in their broken English. As Ivy never learned to speak Vietnamese, communication with her parents could be difficult, and she had to look elsewhere for guidance on her education and career.

At Princeton, Ivy studied Slavic Languages and Literatures. She wanted to be a journalist and dreamed of reporting one day from the Eastern Bloc. She studied abroad in Moscow, having pledged to speak only Russian for the duration. It was there, Ivy tells me, that she learned to ski—from a Russian grandmother, no less. Ivy caught the bug and ventured as far as the Arctic Circle that year to pursue her newfound passion.

Back in New Jersey, Ivy worked all four years as a reporter and editor for her college newspaper, rising to the position of managing editor, which had her oversee more than 200 of her Princeton peers. Her work pulled her toward complicated social issues like free speech on campus and Title IX. She began to fret the limits of the journalist's role, and classmates and career advisors urged her to consider law. Several years later, Ivy seems entirely satisfied with her decision. The fit is natural.

Ivy is not a student with a particular axe to grind. Inspired by her summer internship at the City of Chicago's Law Department, she aspires to state or federal government service in the long term, with the old-fashioned aim of simply serving the public. This orientation, I think, will make her an ideal law clerk for many judges. Ivy will speak her own mind, but that mind is, by any relative measurement, fair and impartial. She will also integrate seamlessly into any working group.

If you hire Ivy, I'm confident you'll be happy you did. Please don't hesitate to reach out if you have any questions about her candidacy.

Sincerely,

John Rappaport

John Rappaport - jrappaport@uchicago.edu - 773-834-7194

Bridget Fahey
Assistant Professor of Law
The University of Chicago Law School
1111 E. 60th Street
Chicago, IL 60637
bridget.fahey@uchicago.edu | 773-702-1184

June 09, 2023

The Honorable Maria Kahn
Connecticut Financial Center
157 Church Street, 18th Floor
New Haven, CT 06510-2100

Dear Judge Kahn:

I am delighted to write this letter of recommendation for Ivy Truong. Ivy was a student in both of the courses I teach: Contracts and Constitutional Law I: Government Structure. Despite the wide-ranging and divergent subject matter of those courses, she excelled in both, earning A-levels grades on Chicago's strict numerical grading curve. In addition to her high grades, Ivy was one of my top students, if not my very best, in cold call performance. She is one of the law school's distinguished Rubenstein Scholars—a full tuition scholarship awarded to our top applicants—and has amassed a distinguished record outside the classroom. She is a delightful person, with a long record of grit and hard-work. Ivy would be a terrific law clerk.

Ivy's performance in my classes was impressive. I teach one third of the law school class in my winter quarter Contracts course and another third in my spring quarter Constitutional Law course. Students are assigned to my Contracts section, but can choose my Constitutional Law from among three different offerings. As a result, I get the pleasure of teaching many of the same students both quarters and I get to see how they confront two very different bodies of law. Ivy earned 181s in both Contracts and Constitutional Law—a very high grade that placed her in the top echelon of the course. That she earned such a strong grade in both classes demonstrated a consistency that was impressive because the skills I emphasize are so different across those courses.

In Contracts, the cases are short and the black-letter law is relatively easy to discern. But students have to learn how to draw theoretically coherent threads between not just a few cases, but the entire body of law. (They learn, for instance, how to justify contracts in economic terms, in sociological terms, in behavioral psychology terms, and others.). Ivy was terrific at those framing exercises. For instance, on the policy question on my exam, she marshalled case and doctrinal examples, along with impressive analytics, to support various theories of contract with ease.

In Constitutional Law, by contrast, there is far too much material to expect students to quickly grasp the black letter law and also pivot to conceptually cohering the discipline. Instead, I try to instill a capacity to deploy many different styles of constitutional argument—from textual arguments, to purposive arguments, to historical arguments, to structural arguments—that could appeal to a wide range of judges. The best students are able to offer a plurality of different arguments for any given position. Ivy excelled at that skill too. Across the two courses, in short, she demonstrated the ability to offer a “grand theory” as well as the capacity to search far and wide for the possible arguments across theories and styles. And I would have great confidence in Ivy's ability to adapt her big brain to whatever form of legal argumentation you requested from her during a clerkship.

In addition to writing excellent exams, Ivy was exceptional in class. I try to make my cold calls very difficult—I figure that there's no better time than the controlled environment of law school to learn the hard skill of thinking on your feet. But because I move through many students in any given class, some students get easier questions than others. One thing that I loved about Ivy was the genuine disappointment I could see on her face when she got an easy cold call. Her eyes said: “I'm ready; give me a tough one.” And when she got a tough one, she absolutely shined—her answers were crisp and clear; theoretically inflected where appropriate; and always factually supported with references to the text. Usually I can see the utter relief on a student's face when they get lucky enough to have an easy cold call. But Ivy relished the hard and was disappointed in the easy—a disposition that I know will serve her well in each job she has as a lawyer and will be particularly well suited to the job of law clerk, when she will run toward all of the learning opportunities the experience offers, be ready to pitch in even when she already has a full plate, and work incredibly hard to serve you and your chambers to the best of her ability.

When I learned that Ivy was chosen to be the Managing Editor of the University of Chicago Law Review, I was delighted that her peers saw in her the same determination that I had noticed during her two quarters in my classes. That determination is hard won. Ivy is the daughter of immigrants and the first in her family to go to college (at Princeton, no less). She has the grit of a person who has had to work for everything she has accomplished and it is wonderful to see her accomplishing so much. Being chosen as a Managing Editor, moreover, is not just a vote of confidence in Ivy's considerable professionalism and academic capacity, but in her friendliness, humility, and easy-going personality. She has a lovely and disarming interpersonal demeanor and is great fun to chat with. Ivy is the kind of student you expect to have a distinguished career, filled with roles of responsibility and significance. But I'd also expect that career to be interesting, textured, and wide-ranging. She is the complete package and I am excited to see where it takes her.

I think very highly of Ivy and would be happy to provide any additional context you might require about her academic or extracurricular achievements during law school. Please do not hesitate to reach out.

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Sincerely,
Bridget Fahey

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